DOCUMENT RESUME

ED 179 771 CE 023 480

AUTHOR	Peterson, Marla
TITLE	Serving Handicapped Students in Vocational Education: A Guide for Counselors. Information Series No. 186.
INSTITUTION	ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.
PUB DATE	79
CONTRACT	400-76-0122
NOTE	32p.
AVAILABLE FROM	National Center Publications, National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 ($2.35)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Career Development; Career Exploration; *Counselor Role; Federal Legislation; *Handicapped Students; *Individual Development; Job Application; Job Development; Job Placement; Parent Participation; Pupil Personnel Workers; Self Concept; Testing; Vocational Education
IDENTIFIERS	Information Analysis Products; *School to Work Transition; *Vocational Assessment

ABSTRACT

This paper discusses some of the specialized knowledge, role expansion, and guidance and counseling techniques designed to help school counselors and other school personnel assist handicapped students with their life development. A section on pupil personnel service workers examines the necessity for such workers and the federal laws affecting education programming. The section on career development is divided into discussions of personal-social development needs (such as realistic work experiences) of handicapped individuals. The next section explores five elements of vocational assessment: (1) the importance of vocational assessment; (2) parents as partners in the assessment process; (3) federal laws and testing requirements; (4) special considerations for testing the handicapped; and (5) the role of the counselor. This section also includes short descriptions of ten vocational evaluation systems. The final section explores the transition from school to work, including suggestions concerning job seeking, job development, job placement, and job follow through. (CT)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED179771

Information Series No. 186

SERVING HANDICAPPED STUDENTS IN VOCATIONAL EDUCATION: A GUIDE FOR COUNSELORS

written by
Marla Peterson

The National Center for Research in Vocational Education
The Ohio State University

The ERIC Clearinghouse on Adult, Career, and Vocational Education
The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

1979

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

CE 023 180

THE NATIONAL CENTER MISSION STATEMENT

The National Center for Research in Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The National Center fulfills its mission by:

- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

FUNDING INFORMATION

Project Title:	ERIC Clearinghouse on Adult, Career, and Vocational Education
Contract Number:	NIE-C-400-76-0122
Educational Act Under Which the Funds were Administered:	Vocational Educational Amendments of 1976, P. L. 94-482
Source of Contract:	Department of Health, Education, and Welfare National Institute of Education Washington, D.C.
Contractor:	The National Center for Research in Vocational Education The Ohio State University Columbus, Ohio
Project Director:	Marla Peterson
Disclaimer:	This publication was prepared pursuant to a contract with the National Institute of Education, U.S. Department of Health,Education, and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to freely express their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official National Institute of Education position or policy.
Discrimination Prohibited:	Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance." Title IX of the Education Amendments of 1972 states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal assistance." The ERIC Clearinghouse project, like every program or activity receiving financial assistance from the U.S. Department of Health, Education, and Welfare, must comply with these laws.

FOREWORD

The Educational Resources Information Center on Adult, Career, and Vocational Education (ERIC/CE) is one of sixteen clearinghouses in a nationwide information system that is funded by the National Institute of Education. One of the functions of the Clearinghouse is to interpret the literature that is entered in the ERIC data base. This paper should be of particular interest to guidance counselors and classroom teachers.

The profession is indebted to Marla Peterson for her scholarship in the preparation of this paper. Recognition also is due June Foster, Technical Education Research Centers; Curt Armstrong, Central Ohio Employability Council; and Nancy Lust, The National Center for Research in Vocational Education, for their critical review of the manuscript prior to its final revision and publication. Robert D. Bhaerman, Assistant Director for Career Education at the ERIC Clearinghouse on Adult, Career, and Vocational Education, coordinated the publication's development. Cathy Thompson assisted in the editing of the manuscript and Bonna Somerlott typed the final draft.

Robert E. Taylor
Executive Director
The National Center for
Research in Vocational
Education

ABSTRACT

This paper discusses some of the specialized knowledge, role expansion, and guidance and counseling techniques designed to help school counselors and other school personnel assist handicapped students with their life development. A section on pupil personnel service workers examines the necessity for such workers and the federal laws affecting educational programming. The section on career development is divided into discussions of personal-social development needs (such as positive self concept), and career development needs (such as realistic work experiences) of handicapped individuals. The next section explores five elements of vocational assessment: (1) the importance of vocational assessment; (2) parents as partners in the assessment process; (3) federal laws and testing requirements; (4) special considerations for testing the handicapped; and (5) the role of the counselor. This section also includes short descriptions of ten vocational evaluation systems. The final section explores the transition from school to work, including suggestions concerning job seeking, job development, job placement, and job follow through. (CT)

DESC::*Career Development; Career Exploration; *Counselor Role; *Handicapped Students; Federal Legislation; Job Application; Job Development; Job Placement; *Individual Development; Parent Participation; *Pupil Personnel Workers; Self Concept; Testing; Vocational Education

IDEN::*School to Work Transition; *Vocational Assessment; Information Analysis

CONTENTS

INTRODUCTION	1
PUPIL PERSONNEL SERVICES WORKERS: THEIR SERVICES ARE NEEDED	1
CAREER DEVELOPMENT	5
PERSONAL-SOCIAL DEVELOPMENT NEEDS	6
CAREER DEVELOPMENT NEEDS	9
VOCATIONAL ASSESSMENT	10
VOCATIONAL ASSESSMENT IS IMPORTANT	10
PARENTS ARE PARTNERS IN THE VOCATIONAL ASSESSMENT PROCESS	11
FEDERAL LAW INCLUDES TESTING REQUIREMENTS	11
SPECIAL CONSIDERATIONS FOR TESTING THE HANDICAPPED	12
COUNSELORS TAKE NOTE!	13
TRANSITION FROM SCHOOL TO WORK	22
REFERENCES	25

INTRODUCTION

Love. Hate. Guilt. Aspirations. Hopes. Dreams. Need for achievement. Positive self concept. Fairly universal feelings that counselors deal with every day. Feelings that are expressed by the rich, the poor, the gifted, the less gifted, men, women, the non-handicapped and, yes, those with handicapping conditions. The goals of career and vocational guidance and counseling for the handicapped student are the same as those for all students: to assist students in attaining their fullest personal, social, academic, and career potential. There is no psychology of disability. There is no psychology of handicapping conditions. The high school student who has a handicap is first and foremost an adolescent--with the same needs, aspirations, and dreams common to all adolescents. The junior/community college enrollee who has a handicap is first and foremost an adult--with the same needs, aspirations, and dreams common to all adults. This is not to say that there are some students whose handicapping condition may present obstacles to personal, social, academic, and career development. Quite the contrary.

This short information analysis paper will discuss some of the specialized knowledge, role expansion, and guidance and counseling techniques that will help school counselors and other school personnel assist handicapped students with their life development. Many of the concepts included in this paper are ones that classroom teachers as well as pupil personnel services workers may want to internalize and use. Guidance and counseling of the handicapped takes place in the classroom as well as in the counselor's office, in group sessions to develop an Individualized Educational Program (IEP), and in social service agencies and settings.

PUPIL PERSONNEL SERVICES WORKERS: THEIR SERVICES ARE NEEDED

It is important to understand that guidance and counseling services for the handicapped may be delivered by a variety of people. Some school counselors may be surprised to learn that P.L. 94-142, the Education for All Handicapped Children Act of 1975, does not specifically list the school counselor or a pupil personnel services worker as one of those individuals who must be present when IEPs are developed, reviewed, or revised. The law does require that the following be present:

- A representative of the local education agency, other than the student's teacher, who is qualified to provide or supervise the provision of special education.
- The student's teacher.
- One or both of the student's parents.
- The student, when appropriate.
- Other individuals at the discretion of the parent or agency.

A meeting may be held without a parent in attendance if the local educational agency is unable to convince one to attend and has maintained a record of its attempts to arrange a mutually agreed on time and place.

Even though the law does not specify that pupil personnel services workers (counselors, school psychologists, psychometrists, vocational evaluators, etc.) must be involved in the IEP process, the reality is that many such workers are being called on to provide vocational testing and assessment as input for the IEP orientation services, career awareness and exploration group guidance activities, educational and job placement support, records retention services, monitoring of student progress on the IEP, and personal/social one-to-one counseling services.

Counselors, as with all school workers, ought to be providing sound programs for the handicapped even if there were no Federal laws which required school personnel to do so. However, the laws exist and all school personnel ought to be aware of three that directly affect educational programming for handicapped students:

FEDERAL LAWS AFFECTING EDUCATION OF THE HANDICAPPED

P.L. 94-142 The Education for all Handicapped Children Act is designed to provide free and appropriate education to all handicapped students between the ages of 3 and 21. Vocational education must be specifically planned so that students with handicaps may participate with non-handicapped students to the maximum extent possible.

P.L. 94-482 The Education Amendments of 1976 require that 10% of each state's Federal vocational funds be expended to cover up to 50% of the total excess cost of providing vocational education for students with handicaps. Excess costs are those costs which are above the cost of educating a non-handicapped student. The Act requires that vocational programs for students with handicaps must be consistent with state plan requirements under the Education for All Handicapped Children Act.

P.L. 93-112 Section 503 Section 504 Rehabilitation Act of 1973 protects the civil rights of persons with handicaps. Section 503 is important to career and vocational counseling because it deals with affirmative action for employers. Any employer with a Federal contract must take affirmative action to hire qualified persons with handicaps. Section 504 prohibits discrimination against all persons with handicaps by any program or activity receiving Federal assistance. Those receiving Federal funds may not discriminate against persons with handicaps in regard to employment, program accessibility, education, health, welfare, or social services.

Certain sections of the above laws relate specifically to guidance and counseling. For example, the definition of "related services" in Section 121a.13 of P.L. 94-142 refers to:

> transportation and such developmental, corrective, and other supportive services as are required to assist a handicapped child to benefit from special education, and includes... counseling services... The term also includes school health services, social work services in schools, and parent counseling and training.

The Section 504 regulations (section 84.37) require recipients to provide nonacademic services and activities "in such a manner to afford handicapped students an equal opportunity for participation." The definition of nonacademic services includes counseling services. Section 84.37(b) states that:

> A recipient to which this subpart applies that provides personal, academic, or vocational counseling, guidance, or placement services to its students shall provide these

services without discrimination on the basis of handicap. The recipient shall ensure that qualified handicapped students are not counseled toward more restrictive career objectives than are nonhandicapped students with similar interests and abilities.

P.L. 94-142, in an attempt to assure that an appropriate education is provided for handicapped students, requires that an Individualized Education Program (IEP) be developed for each handicapped student. The law is very specific as to what is to be included in each IEP. Again, it should be stressed that the law does not require involvement of pupil personnel workers. However, it is not difficult to see how these workers may be involved in the IEP process.

COMPONENTS OF THE IEP AS REQUIRED BY P.L. 94-142	POSSIBLE IMPLICATIONS FOR COUNSELORS AND PUPIL PERSONNEL WORKERS
A statement of the student's present levels of educational performance.	An educational history "workup" prepared in writing for IEP team. Administration of aptitude, work interests, general intelligence, achievement, and self appraisal tests.
A statement of annual goals, including short term instructional objectives.	One-to-one counseling interview with student to ascertain educational and occupational interests. Meeting with parents to obtain data on interests and needs. Retention of records related to annual goals.
A statement of the specific special education and related services to be provided to the student, and the extent to which the student will be able to participate in regular educational programs.	Orientation of students to school physical facilities, layout and equipment; information on courses and extra-curricular activities. Career awareness and orientation group guidance activities.

	Job seeking and keeping skills.
	College advisement.
	Consulting with faculty relative to special needs of students.
	Placement and scheduling into appropriate classes.
	Retention of the comprehensive IEP records.
The projected dates for initiation of services and the anticipated duration of the services.	Scheduling of appropriate educational experiences.
Appropriate objective criteria and the evaluation procedures and schedules for determining, on at least an annual basis whether the short term instructional objectives are being achieved.	Monitoring of student progress through grade reports, teacher reports, and student and parent reports.
	Administration of achievement and self appraisal tests.
	Preparing written progress summary for IEP conferences.
	Retention of evaluation records.

CAREER DEVELOPMENT

> Our own special child gave a piano recital this year.... He played six numbers and ended with 'I Am a Child of God'--pausing after the first verse and asking the audience to join in singing the last two verses....Another thrill for us came when Joe-Joe walked five miles in the Right to Life Walkathon and after the walk was awarded a blue T-shirt with the words, 'It's Great to Be Alive' on it.
>
> Portion of a Christmas letter received by author, December 1978

The above exerpt was taken from a letter received while this paper was in preparation. It serves to further point out that *career development cannot be divorced from personal-social development.* Helping students develop a positive self concept is one of the major tasks of counselors who serve the handicapped. Enhancement of the self concept comes through successful experiences in social relationships as well as in educational-occupational areas. A blue T-shirt earned as the result of an avocational pursuit just might influence confidence to try out a new work role.

PERSONAL-SOCIAL DEVELOPMENT NEEDS

The guidance and counseling needs related to personal-social development of the handicapped are indeed prevalent. Some of the areas that seem to manifest themselves include:

Overprotection and the need for reducing dependency.

Underestimation of ability on the part of the student, parents, and school personnel.

Overestimation of ability--particularly on the part of the student.

Succumbing to rather than coping with handicap.

Reducing dependency should be a major concern of counselors serving the handicapped. Perhaps the first precaution is *counselor, be aware of your own paternalism.* Some students may come for counseling with the feeling that the counselor will solve all their problems and do everything for them. The school counselor should be ready, open, nonjudgmental, and willing to let the student participate in making decisions. Even with the severely mentally retarded, progress on reasoning related to working things out for themselves or accepting responsibility for decisions adds to an improved self image. They will make mistakes but many will learn from them. Some of the things a counselor may have to do to work with dependency-related issues are:

- Tactfully advise students that they must learn how to graciously but firmly refuse offers of help they do not need and how to accept without embarrassment assistance they realistically require.

- Advise parents, teachers, and other pupil personnel workers regarding offers to help or not to help handicapped students in matters related to the development of an independently functioning individual.

- Counsel with students whose longing for "normality" may cause them to deny dependency needs. The student who refuses to wear a hearing aid, but who needs it, may be motivated to do so because of a fear of rejection by others.

- Be aware that adjustment problems may not be entirely related to a handicap. A student's refusal to admit dependency needs may be an attempt to assert independence from all authority figures--a fairly common adolescent behavior.

This last point also applies to the problem of under- and over-estimation of abilities on the part of the handicapped student. Unrealistically high or low career goals may be symptomatic of other personal adjustment problems. Probably the best approach for working with realistic goal setting is a combination of one-to-one counseling and reality testing through work samples, on-the-job tryouts, and work tryouts in vocational classrooms (see section on Vocational Assessment). After all, there is always that possibility that the student may have more realistic goals than was anticipated. *Counselors should not become satisfied when they have found something that a handicapped person can do. Instead, counselors should be dissatisfied until they have explored, to the fullest extent, the total array of work that might be possible for, and meaningful to, a given handicapped person.*

It is well and good to say that counseling should be directed toward the development of a positive self-concept and that a primary goal of counseling the handicapped is to help persons cope with, rather than succumb to, their handicap. However, what are some of the concrete techniques that can be used to help develop a positive self concept and help students cope with their handicap? Try these....

TECHNIQUES FOR HELPING A STUDENT
DEVELOP A POSITIVE SELF CONCEPT

Bibliotherapy- Fictional and non-fictional accounts of handicapped individuals who have learned to cope with their handicap. Could include magazine articles, newspaper clippings, and radio/television broadcasts.

Role Models -- Handicapped adults--particularly young adults--in the community who are successful in educational, work, homemaking, and civic activities.

Role Playing - Replay an old situation and learn a new ending. Practice for a future situation.

Group Guidance ----- Content oriented group activities which could focus on areas such as job seeking, career information, orientation to the school building.

Group Counseling --- Has no content agenda, no planned sequence of topics. Purpose is to have participants share their concerns in an atmosphere where the counselor serves as facilitator rather than authority figure and where specific guidelines have been developed for confidentiality, establishing a commitment to help each other, and extending common courtesies to each other.

Extracurricular Activities --- Use some imagination. The mentally retarded can learn to play musical instruments--as can deaf or the physically handicapped. Where can handicapped students use their abilities on the newspaper? The yearbook? On the soccer field? In the Future Business Leaders of America?

The youth groups that are a part of vocational education programs are a particularly fruitful area for handicapped students to use their known talents and explore and discover latent ones. Imagine

the self-confidence that is developed when a deaf student becomes a regional winner in the Distributive Education Clubs of America (DECA) window display or sales talk category.

CAREER DEVELOPMENT NEEDS

Overprotection, under and over estimation of abilities, and coping with rather than succumbing to handicaps are areas that are of particular concern to counselors who work with the personal-social development of handicapped students. These, of course, directly influence the career development of students. There are some additional career development considerations that should be kept in mind:

- Handicapped students may have had few work related and social experiences of non-handicapped students; therefore, they need to have experiences both inside and outside the school in as realistic as possible work setting.

- One of the ultimate career development goals of a career awareness, career exploration, and training program should be to use as much of the potential of an individual as possible in the most suitable occupation that can be found.

Few admonitions are presented in this monograph. However, *it is generally unwise for a counselor to compile lists of jobs which are suitable for individuals with a particular handicap.* The deaf should no longer be stereotyped as printers; the blind as canteen operators in state buildings.

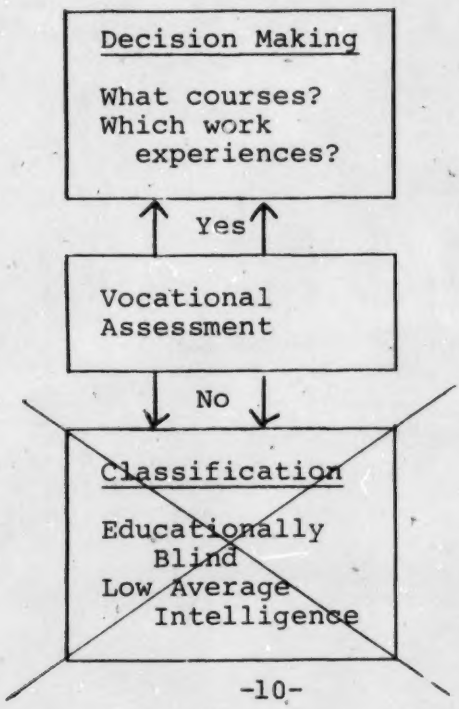
There are several professionals in the school who will assume some of the tasks related to the personal adjustment and career development of handicapped students. For example, skills related to communication, computation, mobility, self-care and personal hygiene, marriage and family, citizenship, leisure, independent living skills, consumer knowledge, and community services will be the responsibility of the regular and/or special education teachers. The primary role of the counselor is to see that the ability of the student in these areas has been adequately assessed and to serve as a liaison to see that such information is fed into the Individualized Educational Program for each student.

VOCATIONAL ASSESSMENT

VOCATIONAL ASSESSMENT IS IMPORTANT

If it seems as though a large part of this monograph focuses on vocational assessment, it is because vocational assessment must be done before an Individualized Education Program (IEP) can be developed. Vocational assessment is the process whereby students gain insight into their vocational potential--their abilities, interests, and the work environment best suited to them. Assessment must be multi-faceted, non-discriminatory, and assessment instruments and techniques must test what they purport to test. Assessment can be both formal--use of standardized tests--and informal--use of observation, work tryouts, work samples, class tryouts, and other means.

Above all, assessment is done for decision-making--not classification purposes. Rather than merely labeling a student as "educationally blind" or of "low average intelligence," diagnosis for decision-making focuses on recommending procedures the teacher, parent, counselor, social worker, or therapist should use to assist with the student's development.



PARENTS ARE PARTNERS IN THE VOCATIONAL ASSESSMENT PROCESS

The parent is a crucial partner in vocational assessment. No longer can school personnel be the sole authority in making decisions about testing and placing students. P.L. 94-142 requires local educational agencies serving handicapped students to treat parents as equal and knowledgeable partners in the educational decision-making process. Parental rights which have been mandated by P.L. 94-142 include the right to:

PARENTAL RIGHTS IN VOCATIONAL ASSESSMENT PROCESS

- Receive prior notice of the State or LEA proposal to (or refusal to) evaluate the student.
- Grant or deny consent to having the evaluation conducted.
- Examine all records related to the evaluation of the student.
- Obtain an independent evaluation of the student.

P.L. 94-142 is vague in its reference to parent counseling. However, parent counseling is needed if parents are to reinforce at home what is learned in school. A student who is taught to be autonomous in school may have difficulty if dependency is expected at home. Realistic career expectations for students require realistic expectations from parents.

FEDERAL LAW INCLUDES TESTING REQUIREMENTS

In addition to specific parental involvement requirements, P.L. 94-142 includes the following requirements related to tests and other evaluation materials.

TESTING REQUIREMENTS IN P.L. 94-142

1. Are provided and administered in the child's native language or other mode of communication, unless it is clearly not feasible to do so;
2. Have been validated for the specific purpose for which they are used;

3. Are administered by trained personnel in conformance with the instructions provided by their producer;

4. Include those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient.

5. Are selected and administered so as best to ensure that when a test is administered to a child with impaired sensory, manual, or speaking skills, the test results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual, or speaking skills (except where those skills are the factors which the test purports to measure);

6. No single procedure is used as the sole criterion for determining an appropriate educational program for a child;

7. The evaluation is made by a multidisciplinary team or group of persons including at least one teacher or other specialist with knowledge in the area of suspected disability;

8. The child is assessed in all areas related to the suspected disability, including, where appropriate, health, vision, academic performance, communicative status, and motor abilities.

SPECIAL CONSIDERATIONS FOR TESTING THE HANDICAPPED

Examiners may deviate from standardized testing procedures to accommodate the needs of the student so long as this is noted in the assessment report. In fact, with certain handicapped students it might be said that examiners should deviate from the standardized procedures: a student with a manual disability may not be able to pick up small blocks but may be able to handle large ones; braille or orally presented versions of a test may be needed for a blind student; signs/fingerspelling of test items may be required for the hearing impaired.

It is true that while these adaptations are needed for many students, the validity and reliability of the original standardized test will be altered when the test is modified. Even with modifications, test conditions for the handicapped are not equal to those for their nonhandicapped classmates. For example, a matching test that

is administered orally to blind students may require the students to store more information in their minds than is possible for them to adequately do.

Special considerations, then, do need to be made when testing handicapped students. Some generally accepted testing practices recommended by professionals who have expertise in testing and assessing handicapped students are:

RECOMMENDED TESTING PRACTICES

1. Determine the degree of handicap and its effect on the student's understanding and performance on a test.

2. Use practice items to assure understanding of procedures.

3. Minimize anxiety by administering easier items first.

4. Administer performance items first if handicap limits verbal ability and verbal items first if handicap limits performance ability.

5. Arrange physical surrounding to accommodate handicap.

6. Allow extended time limits if test is measuring capacity for performing a task.

7. Shorten test periods to accommodate fatigue.

Vocational assessment should be performed by persons qualified by training and experience for this function. In some school districts this will be school counselors. In others it will be school psychologists. Still in others it may be a person who has the title of vocational evaluator. In some cases personnel outside the school (occupational therapist, social worker, physical therapist), through special contractual arrangements, will provide vocational assessment services.

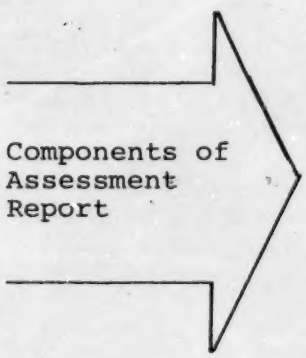
COUNSELORS TAKE NOTE!

Following a comprehensive vocational assessment of a student, a report should be prepared that reflects the state of that student's vocational aptitudes, interests, assets, limitations, and special needs for vocational placement. Since the counselor is

the one who has the most experience and training in preparing case studies and other pupil personnel reports, this task will probably fall to the counselor. Several items should be kept in mind when preparing the assessment report:

- Develop a standardized form. It helps assure comprehensiveness and can be used for baseline data to monitor progress.
- Give concise information for determining the student's placement for appropriate vocational education.
- Prepare the report with full knowledge that parents, school personnel, and other members of the IEP team will read the report.
- Avoid unfounded judgments. Report in clear, objective style.

The Council for Exceptional Children has made recommendations that the assessment report should include but not be limited to.



- Readiness skills for assessment.
- Specific traits assessed (behavioral, aptitude).
- Results of the various components of assessment.
  - Test results.
  - Work sample results.
  - Production records from workshop or prevocational activities.
  - Results of exploratory course tryouts.
  - Results of vocational counseling.
- Specific problems in various areas of assessment.
- Major assets.
- Determination of potential for vocational training and placement.

- Supportive needs required to achieve vocational success (medical help, psychological counseling, social skill development, academic remediation).

- Physical modifications of equipment and facilities that are needed in the vocational training area selected.

- Recommendations for followup services.

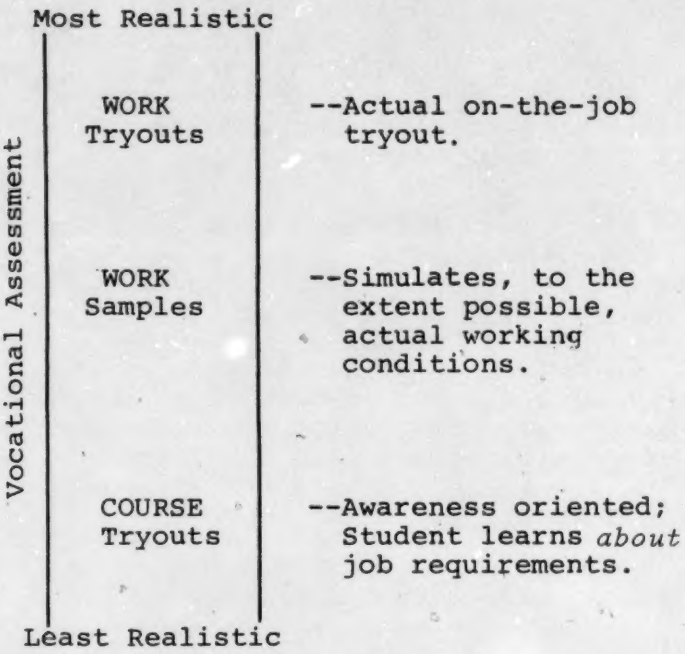
- Recommendations for vocational training and placement.

Preparation of a standardized form which includes the above items serves to remind the counselor of the wide array of assessment procedures that may be needed in order to conduct a *comprehensive* assessment. Many counselors will have been trained in the use of standardized tests for measuring aptitude, interests, and achievement. However, many counselors may not be familiar with assessment procedures related to work tryouts, work samples, and vocational course tryouts. These three assessment techniques are particularly relevant to vocational education and need to be discussed. They are presented here in descending order in terms of realism of the actual job situation.

Work Tryouts. This method of vocational assessment is, perhaps, the most realistic in terms of assessment of work behaviors as well as work aptitudes. Selection of a work tryout station in an on-the-job setting should be based on the best available data gathered as a result of other aspects of the total vocational assessment. The counselor or vocational evaluator will have a good opportunity to observe: attention span and work tolerance, grooming, maturity, neatness, punctuality, reaction to frustration and stress, need for supervision, emotional stability, and self-confidence. However, students may not be able to deal with the stress that accompanies on-the-job tryout. Work samples may need to be considered.

Work Samples. If a student is not ready for a work tryout, the next best assessment technique is one that most nearly replicates actual working conditions. In the work sample approach the student is confronted with a realistic work task and is given written or oral directions on how to do it. Tools and materials

with which to work are provided and students may be shown a finished product. The task is usually based on a job analysis of an actual job. Tasks must be presented in a controlled environment in a standardized manner so that validity can be enhanced.



Comprehensive batteries of work samples are known as vocational evaluation systems. Several of the more widely used systems are described at the end of this section. The purpose of vocational evaluation systems is to provide a hands-on approach to the assessment of vocational strengths, weaknesses, interests, and potentials. Work samples are more motivating, less anxiety-producing, and more appropriate for persons with cultural differences and language difficulties than are most tests. They enable students to gain a better appreciation of the realities of work and they provide an opportunity for self-evaluation. There are benefits and disadvantages of using vocational evaluation systems. These are summarized in the following chart:

BENEFITS & DISADVANTAGES OF
VOCATIONAL EVALUATION SYSTEMS (WORK SAMPLES)

Benefits	Disadvantages
Students can experience and feel what it is like to perform specific work tasks.	Some work samples may not be appropriate for certain types of disabilities.
Consequences of a vocational choice become immediately known to the students.	Validity and reliability problems may exist due to difficulty of establishing norms upon which to compare performance.
Students begin thinking seriously about their future when confronted with an actual work task.	Developing work samples or purchasing comprehensive vocational evaluation systems may be expensive.
Students can be prompted to do further reading on specific jobs related to specific interests and tasks explored.	Availability of samples to cover all the major vocational occupations is a problem. Present systems include semi-skilled, skilled or clerical tasks, but do not provide for professional, semi-professional, and managerial occupations.
Simulations can be tried out without pressure encountered in actual work environment.	Work samples require updating to keep pace with changes in various occupations.
Strengths and weaknesses can be identified while students are still in school.	Work samples require space. Physical storage of the various evaluation systems may be a problem.
Reality of the simulations motivate students to learn academic skills because they see why it is necessary to read, write, and compute.	Many systems require training before they can be used by evaluators.
Provides an alternative to verbal and abstract classroom materials.	

Vocational Course Tryouts. When most aspects of the assessment are complete, the counselor may want to assist students in selecting vocational classes they may wish to try out. The value of vocational course tryout is that the student becomes more aware of the vocabulary and training requirements of a particular occupational area and can determine more realistically whether he or she has the aptitude and interest for participation in a particular preparation program. Here are some suggested methods for conducting class tryouts:

- Place student in a regular vocational education course when an introductory or unit with well defined parameters is being taught.
- Develop special course for handicapped students which includes exploratory "hands-on" activities in the nine occupational areas of vocational education.
- Provide self contained vocational exploration simulations that replicate actual job requirements and which are self instructional.

TEN VOCATIONAL EVALUATION SYSTEMS

Comprehensive Occupational Assessment and Training System (COATS) PREP, Inc. 1575 Parkway Avenue Trenton, NJ 08628	Four major components: Living Skills, Work Samples, Job Matching System, and Employability Attitudes. Work samples can be administered in one audio-visual station, are individualized, self-paced, computer scored, and assess the individual's interest, performance capability, and general behavior relative to various job clusters such as: sales, food preparation, barbering/cosmetology, small engines.
Hester Evaluation System (H.E.S) Goodwill Industries 120 South Ashland Blvd. Chicago, IL 60607	Based on the Data-People-Things levels of the D.O.T. this system consists of 26 separate tests measuring 28 independent ability factors. Performance tests can be administered in five hours by a competent technician

	who has been formally trained in use of the system in 3-day session in Chicago. Test results can be processed by computer center and printout relates results to job possibilities listed in D.O.T.
Jewish Employment and Vocational Service (JEVS) Work Samples Jewish Employment and Vocational Service 1913 Walnut Street Philadelphia, PA 19103	The 28 work samples in this system were originally intended for use with culturally disadvantaged youth but have also been successfully used with many physically, emotionally, and mentally handicapped individuals. Exposes students to a variety of vocational possibilities. Also relates findings to D.O.T. Two week training session is required for those who purchase the system.
McCarron-Dial Work Evaluation System Commercial Marketing Enterprises 11300 North Central Dallas, TX 75231	System attempts to assess the individual's ability to function in one of five program areas: day care, work activities, extended sheltered employment, transitional sheltered employment, and community employment. The first three factors can be assessed in one day. Two weeks of systematic observation in a work setting are required for the other two factors. Training of one to two weeks is required.
MICRO-TOWER Institute for Crippled & Disabled 340 East 24th Street New York, NY 10010	A cue-stop cassette tape unit presents the instructions and a photobook is used to illustrate related occupations and various steps within the 13 work samples for individuals with mild (educable) retardation through the normal range, adolescents and adults. The work samples are: bottle capping and packing, graphics illustration, making change, message taking, zip coding, payroll computation, electronic connector assembly, record checking, blueprint reading, filing, want ads comprehension, mail sorting, and lamp

assembly. A learning period is permitted before evaluation--an appealing feature for individuals with learning problems. The entire evaluation takes 3-5 days.

The Singer Vocational Evaluation System

Singer Education Division
80 Commerce Drive
Rochester, NY 14623

Reading is not required as this system uses audio-visual techniques to transmit instructions at a series of sampling stations. Some of the work stations are: sample making; bench assembly; drafting; electrical wiring; plumbing and pipefitting; carpentry and woodworking; refrigeration, heating and air conditioning; soldering and welding; sales processing; needle trades; masonry; sheet metal working; cooking and baking; small engine service; medical service; cosmetology; data calculation and recording; soil testing; photo lab technician; and production machine operating. Each system measures both interest and aptitude. Training in administration is not required but highly suggested.

Talent Assessment Program (T.A.P.)

Milton Nighswonger
7015 Colby Avenue
Des Moines, IA 50311

This system of ten work samples was developed to assess the individual's functional characteristics applicable to work in industrial, technical, and service areas. Several individuals can be tested at the same time and the test can be administered in about 2 hours. Directions are given orally. The system consists of a battery of perceptual and dexterity tests which measure fine and gross finger dexterity, visual and tactile discrimination and retention of details. Training is required to use the system and takes one and a half days.

The Valpar Component Work Sample Series Valpar Corporation 655 N. Alvernon Way Tucson, AZ 85716	The 16 work samples are: small tools, size discrimination, numerical sorting, upper extremity range of motion, clerical comprehension and aptitude, independent problem-solving, multi-level sorting, simulated assembly, whole body range of motion, tri-level measurement, eye-hand-foot coordination, soldering and inspection, money handling, integrated peer performance, electrical circuitry and print reading, and drafting. The samples are keyed to the Worker Trait Arrangement on the D.O.T. Two weeks of training is recommended but not required.
Vocational Information and Evaluation Work Samples (VIEWS) Jewish Educational and Vocational Service 1913 Walnut Street Philadelphia, PA 19103	Consists of a battery of hands-on activities in a simulated work environment to assess work potential of persons with learning disabilities and mental retardation. Does not require reading ability, and incorporates the use of demonstration, practice and repeated instruction to gain insight into the individual learning style and relates it to future instructional experiences. Reveals changes in learning and performance quality and rates while assessing vocational potential. Training in the system is required.
Wide-Range Employment Sample Test (WREST) Guidance Associates of Delaware 1526 Gilpin Avenue Wilmington, DE 19806	Its primary purpose is to evaluate dexterity and perceptual abilities. Consists of ten work samples: single and double folding, pasting, labeling, and stuffing; stapling; bottle packaging; rice measuring; screw assembly; tag stringing; swatch pasting; collating; color and shade matching; and pattern making. Administration time is about 1½ hours for individuals and 2 hours for groups. Industrial norms, short

administration time, and precise instructions are its strengths. Useful for moderately and mildly limited persons. No training is required for its purchase.

TRANSITION FROM SCHOOL TO WORK

Entry into a job is one of the alternatives that can occur when students leave the high school environment. Postsecondary training, long term sheltered employment, homebound living, and acceptance into rehabilitation programs are other choices.

Transition from school to work should be broadly construed to include:

Job Seeking/Keeping -- Teaching skills associated with acquiring and retaining a job.

Job Development ------ Performing an advocacy role to identify potential sources of employment and encourage employers to hire the handicapped.

Job Placement -------- Finding jobs and announcing their availability to handicapped students.

Job Follow Through --- Supporting further career development activities after an individual has been employed.

Some specific activities associated with the above school-to-work transition functions are shown on the following chart.

GUIDANCE AND COUNSELING ACTIVITIES
JOB SEEKING/JOB DEVELOPMENT

Job Seeking	Job Development
Help students prepare resumes and job applications.	Identify and develop a Clearing-house of potential employers.
Provide job search resources--want ads, employment agencies, personal acquaintances.	Develop a brochure describing the school's program for preparing handicapped workers.
Teach interviewing skills.	Conduct public relations activities for handicapped students through local media.
Provide information on legal rights and suggestions for combating employment discrimination.	Help employers identify jobs that could be filled by handicapped workers.
Suggest ways to present equipment or physical facility adaptation needs to employees.	Provide professional development activities for employers on how to communicate and work with handicapped persons.
Present civil service opportunities and employment in city, state and federal agencies.	Make suggestions for adaptation of jobs (when appropriate) for handicapped workers.
Present information on private employment opportunities.	

GUIDANCE AND COUNSELING ACTIVITIES
JOB PLACEMENT/JOB FOLLOW THROUGH

Job Placement	Job Follow Through
Visit potential employers and discuss handicapped students available for employment.	Assist handicapped students with locating jobs throughout the lifespan.
Arrange for employers to conduct interviews at school.	Provide educational information on re-training and advanced training.
Go with student, if necessary, on job interview.	Serve as "sounding board" for job adjustment problems.
Keep organized file of employers that have successfully employed handicapped workers.	Provide technical assistance to employers who wish to purchase appropriate equipment for handicapped workers.
Keep list of job openings.	
Refer students to specific job openings.	

REFERENCES

Brolin, D., et al. *Mainstreaming Handicapped Students in Vocational Education: An Administrator's Guide.* Columbia, Missouri: University of Missouri-Columbia, June 1978. (ED 170 451)

Brolin, D., et al. *Mainstreaming Handicapped Students in Vocational Education: A Resource Guide for Vocational Educators.* Columbia, Missouri: University of Missouri-Columbia, June 1978. (ED 170 452)

Foster, J.C., et al. *Guidance, Counseling, and Support Services for High School Students with Physical Disabilities: Visual, Hearing, Orthopedic, Neuromuscular, Epilepsy, Chronic Health Conditions.* Cambridge, Mass.: Technical Education Research Centers, Inc., 1977. (ED 149 561)

Hull, M.E. *Vocational Education for the Handicapped: A Review.* Information Series No. 119. Columbus, Ohio: The ERIC Clearinghouse on Career Education. The Ohio State University, 1977. (ED 149 188)

Martin, G.J., and Hoben, M. *Supporting Visually Impaired Students in the Mainstream.* Reston, Virginia: The Council for Exceptional Children, 1977. (ED 145 609)

Parker, S.L., et al. *Improving Occupational Programs for the Handicapped.* Washington, D.C.: Management Analysis Center, Inc., 1975. (ED 117 914)